

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: R. B. Stall High School

District: Charleston County School District

Principal: Dan Conner

Superintendent: Dr. Nancy McGinley

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

According to the 2007 State of South Carolina Annual School Report Card, R. B. Stall High School had 932 students enrolled in grades 9-12 and had an Absolute Rating of Unsatisfactory and an Improvement Rating of Average.

- The **student profile section** includes the following key information: an attendance rate of 89.6% (up slightly from 89.2% from 2006 but still significantly below "schools with students like ours" with 95%); an annual dropout rate of 9.7% (up slightly from 9.4% and over double the rate of similar schools' 4% rate); older than usual for grade, 10.8% (down from 28.6% but still significantly higher than similar schools' 5.8% rate; out-of-school suspensions or expulsions for violent/criminal offenses, 11.1% (up from 6.9% and about 4 times the rate of similar schools at 2.8%).
- The **teacher profile section** shows that 46.5% of teachers at Stall have advanced degrees (down from 49.3%); 10% with emergency or provisional certificates (down from 15.6% in 2006 and lower than similar schools at 17%); and 63.4 % with continuing contracts (same as similar schools but lower than the state median of 73%). The teacher attendance rate was 94.5%, about the same as 2006 (94.3%), but slightly lower than similar schools' attendance rate of 95.1%.
- The **school profile section** shows the percent of expenditures for instruction to be 62.6%, up from 57.5% and similar to schools like ours at 61%; prime instructional time increased slightly to 82.2% (from 81.9% in 2006 but lower than similar schools at 88.8%); opportunities in the arts was rated Excellent, up from Good in 2006; parents attending conferences was 86.4% (down from 90.3% in 2006 but the same as similar schools); student-teacher ratio in core subjects improved from 23:1 (down from 26.1:1 in 2006 and slightly higher than similar schools at 21.8:1); and character development was rated Average, down from Good in 2006.

Student performance for all students on state report card criteria shows that 54.1% of second-year students passed both the English Language Arts and Math HSAP tests; 70% passed by Spring 2007; End-of-Course passage rate was 37.5%; and graduation rate was 40.7%.

- An examination of the first-time **ELA HSAP** performance of student groups reveals that 31.9% of African-American students (comprising 77% of all test-takers) scored at Proficient and Advanced (P/A) levels, compared to white students (13.6% of all test takers) at 41.4% P/A and Hispanic students (6% of all test takers) at 15.4% P/A; 9.3% of disabled students (n=44) scored P/A; and 31.6% of students on free/reduced lunch scored P/A.
- On **Math HSAP**, 23.5% of all first-time test takers scored P/A; 18.7% of African American students scored P/A, compared to 41.4% of white students and 15.4% of Hispanic students. Thus, while white and Hispanic student performed comparably on ELA and Math subtests, African American students' performance on Math HSAP was significantly lower than on ELA. Of disabled students, 4.6% scored P/A on Math HSAP, and 23.6% of free/reduced students scored P/A, mirroring the performance of African-American students.
- **Graduation rate** data reveal that on-time graduation for males, 32.7%, is significantly lower than for females, 51.4%. Fifty percent of whites graduate on time, compared to 40.8% of African-Americans and 18.2% of Hispanics. Only 8.1% of disabled students graduate on time, and 41.9% of free/reduced lunch students (close to the overall rate).
- **Longitudinal HSAP** data also show a male-female gap (though not as large as the graduation rate gap) with 74.6% of females passing HSAP within two years compared to 65.6% of males. The longitudinal HSAP rate also shows a racial gap, as 84.6% of white students pass, compared to 67% of African-Americans. Just 14.7% of disabled students passed both sections of HSAP within two years, and 66.9% of free/reduced students passed, again mirroring the rate of African-American students.
- **End-of-course passage rate** data reveal a smaller gender gap, with 35.8% passing rate for males and 39.1% for females. The ethnic gap is significantly larger, with a 51.3% pass rate for whites, 36.6% for African-Americans, and 26% for Hispanics. Once again the free/reduced students' EOC pass rate, 37.7%, resembles that of African-American students.

Three years of data on the State Report Card can be seen in the chart below, which shows steady improvement in first attempt HSAP passage rate but declines on longitudinal HSAP and graduation rates. The 2007 index score of 1.8 met Expected Progress but still placed the school in the Unsatisfactory category.

Criterion:	Longitudinal HSAP	Graduation Rate	First Attempt HSAP	Life Scholars/ EOC	Index Score
2005	84.8% (1 pt.)	48.3% (1 pt.)	44.9% (3pts.)	0.7% (1 pt.)	1.4
2006	78.8% (1 pt.)	43.8% (1 pt.)	47.4% (3 pts.)	2% (1 pt.)	1.4
2007	70.0% (1 pt.)	40.7% (1 pt.)	54.1% (4 pts.)	37.5% (2 pts.) (EOC used this year instead of Life Scholars)	1.8

End-of-Course Exam passage rates by subject for the last three years are depicted in the table below:

End-of-Course Exam Passage Rates				
	2004-05	2005-06	2006-07	Schools Like Ours 2006-07
Algebra 1/Math Tech 2	47.0	53.6	75.7	71.4
English	43.2	47.5	32.6	44.3
Physical Science	14.3	25.0	12.4	27.0

The Measures of Academic Progress (MAP) computer-based test is given in the fall, winter, and spring each year. Stall's students come into 9th grade performing several grades below grade level; therefore, particular attention is paid to the growth made between fall and winter MAP testing to see how students are progressing in reading and math. The chart below shows the fall and winter scores from this year and last.

MAP Mean Scores						
	Fall 2006	Winter 2007	Difference	Fall 2007	Winter 2008	Difference
9th Grade Reading	208.2	211.8	+3.6	207.3	209.7	+2.4
9th Grade Math	219.8	221.4	+1.6	219.3	221.1	+1.8
10th Grade Reading	211.6	211.9	+0.3	213.4	214.2	+0.8
10th Grade Math	221.7	222.9	+1.2	222.6	224.4	+1.8

To help interpret these scores, NWEA has correlated means for each grade level from 2-10. Stall's incoming freshmen the last two years have mean reading scores about midway between 5th and 6th grade and mean math scores just above a 6th grade level. Tenth grade means for fall reading have been at a 6th grade level; for fall math, just below a 7th grade level, and 10th grade math means have been at a 7th grade level. The mean norm for an academic year's growth (fall to spring; there are no winter norms) in reading for 9th graders is 1.6 points; therefore, Stall's students have exceeded that in the short interval (3 months) between fall and winter testing for both last year and this year. In math, the 9th grade mean norm for a year's growth for 9th graders is 3.2 points, and Stall's students have been on pace to meet that by year's end but have not met it by winter testing.

Process Used to Develop FSRP and People Involved

In response to school data and input from the School Improvement Council and PTSA, the High Schools That Work Leadership Team that attended the Wachovia Leadership Training decided to add goals for the new FSRP to improve the projected graduation rate and course passage rate by focusing on strategies related to student attendance and the quality and quantity of parent/community involvement. Stall's consultant and curriculum specialist then drafted a plan for the Student Achievement Goals and the Principal's Instructional Leadership Focused Goals, which was put before the school's Leadership Team. It includes these two new goals, as well as some similar ones from this year's plan involving deeper implementation of strategies resulting in improving MAP scores in reading and math (two separate goals for 2008-09) and continued growth in the percentage of teachers having at least 50% of their assessments at the proficient and advanced levels on the revised Bloom's taxonomy. The entire faculty was invited to provide feedback on the new goals.

How Selected Goals Will Enable Stall to Meet Expected Progress

The student achievement goals related to improvement on MAP were selected because the MAP goal areas are aligned to the state's ELA and Math Standards and because the Charleston County School District has completed studies correlating students' performance on MAP to performance on HSAP and EOC exams in Algebra 1 and English 1, which together count for 40% of the State Report Grade. Teachers will use data from MAP and benchmark testing to set SMART goals for improvement, as well as help students set individual goals for improvement. Meeting these goals will put more students into categories predicted to have success on HSAP (both passing and scoring Proficient or Advanced) and EOC (both passing and making A's, B's, and C's). Meeting the student achievement goal related to projected graduation rate (via improved attendance) will help Stall make expected progress because a major cause of students' failing classes and thus not graduating on time is poor attendance; graduation rate is 30% of the State Report Card grade. Meeting the student achievement goal related to teachers' increasing the percentage of proficient and advanced items on assessments will help Stall meet expected progress by increasing the amount of time teachers spend engaging students in rigorous, "on-target" instruction and learning. Research from High Schools That Work indicates that, to achieve at high levels, students need to spend over half their time engaged at the higher levels of Bloom's taxonomy (i.e., applying, analyzing, evaluating, and creating). A major emphasis of professional development at the school, department, and teacher curriculum team level will be the collaborative developing and critiquing of higher-level assessments along with the lessons students need to succeed on those assessments.

To help ensure that students are actively engaged at higher cognitive levels, Stall administrators will conduct an average of five observations per week and provide written feedback to teachers, hence the selection of the first principal's instructional leadership goal. Data from the observations will be used, along with data from district administrators' observations, to provide targeted assistance to teachers and professional development tailored to individual teacher and departmental needs. The second principal's leadership goal related to improved course passage rate (via engaging parents and the community) will help Stall meet expected progress by increasing family and community support for student achievement, which in turn should lead to improved grades and course passage rate. In particular, when Stall does a better job of educating and persuading families of the importance of their students' graduating (and to that end, having good attendance) and providing stronger bonds with community agencies and businesses, more students will graduate on time prepared to succeed in post-secondary education and the workplace.

Stall High School's FSRP goals are integrated with and aligned to its overall School Renewal Plan and the Charleston Plan for Excellence. The key to meeting these goals is the effective implementation of the strategies in the FSRP and diligent monitoring, disaggregation and use of data from the implementation indicators as detailed in the following timeline.

District Administration's Goals

The following goals have been identified by the district administration and are considered essential in supporting the aforementioned student achievement goals for this school:

1. Consistent with expectations of the High School Action Plan to improve student achievement through classroom delivery of the curriculum and construction of instructional lesson plans reflecting increased rigor using New Bloom's Taxonomy and to support the accomplishment of the student achievement goals set forth in this plan, the district high school associate superintendent and district high school staff will conduct a minimum of five collective observations per month with written feedback to teachers and the principal. One hundred percent of teachers observed who need additional support will receive the assistance required to ensure the likelihood that each will become more proficient in the use of effective instructional strategies identified in this goal as measured through comparison of fall and winter observations.
2. By April 1, 2009, the percentage of teachers meeting this goal for proficient instructional delivery should lead directly to improved student achievement in the classroom and on EOC and HSAP exams. (Research synthesized by Marzano shows the biggest single factor in student achievement is teacher effectiveness.) This plan will be accomplished, at least in part, by the re-defining of department chair roles, allocation of resources from the district level to support the change in these responsibilities, and training provided from the associate superintendent's office to support department chairs in their new roles.

The four student achievement goals set forth in this plan are not only the goals for Stall High School, but the goals of the district administration. To ensure these student achievement goals are met, instructional support at the district level through classroom observations and feedback to both teachers and principals sends the clear message that what matters most is what happens in the classroom and that it is the district's responsibility to support the leadership of the school in ensuring every child learns. If we are to increase student achievement on HSAP and EOCEP, we must have a clear focus on classroom instruction that supports these goals. If our students are more successful, they are more likely to graduate.

Although the district high school support staff does not include a large number of individuals, their collective ability to forge collaborative partnerships among schools who have similar challenges and to capitalize on the strengths of the outstanding department chairs serving in core content areas increases the ability to provide meaningful service. Moreover, the fact that every high school will have trained department chairs who are equipped to not only model effective instruction in their own classes but to provide coaching and feedback to peers strengthens the likelihood of successful implementation of the second goal.

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

- All information that is pertinent to the implementation of the FSRP
- Testing (MAP, Benchmark, etc.)
- Disaggregation and ongoing utilization of data to guide instruction
- Professional development that needs to be scheduled
- Implementation/monitoring of specific strategies

April 2008

- Schedule students into modified 4X4 schedule (D. Conner)
- Review and begin working on revisions for the NGA and Star Academies (Dassing)
- Begin working with Mr. Martin and his team on strategies for the upcoming school year. (Conner)

May 2008

- Review and update common course syllabi for English classes (M. Ward)
- Review and update common course syllabi for math classes (M. Ward)
- Revise seat-time recovery plan for use in 2008-09 and submit to Leadership Team (V. Brown, J. Riley)
- Review and continue working on revisions for the NGA and Star Academies (Dassing)
- Begin working with Mr. Martin and his team on strategies for the upcoming school year. (Conner)

June 2008

- Develop centralized, tiered system to address attendance interventions (V. Brown)
- Develop system to ensure accuracy of students' telephone numbers and addresses (E. Hardy)
- Review and continue working on revisions for the NGA and Star Academies (Dassing)
- Continue working with Mr. Martin and his team on strategies for the upcoming school year. (Conner)

July 2008

- Develop structured process for communicating with parents regarding student absenteeism (K. Gibson, D. Conner)
- Visit community-sponsored or church-sponsored event (D. Conner)
- Develop plan to increase number and involvement of business partners (A. Rusciolelli, K. Gibson, D. Knab)
- Review and continue working on revisions for the NGA and Star Academies (Dassing)
- Provide professional development for NGA and Star teachers on 9th graders and positive behavior supports.
- Continue working with Mr. Martin and his team on strategies for the upcoming school year. (Conner)

August 2008

- Schedule first-time 9th graders and 9th grade repeaters who are two or more grade levels behind in ELA and math into two semesters of English and math (L. Adkins, A. Dassing)
- English and math department chairs begin classroom observations
- English and math department teachers begin observations of model classrooms of department chairs (D. Althen and J. Riley; M. Ward)
- Work with Mr. Martin and his team on strategies for the increasing student achievement. Collaborate with and work to assist teachers and address issues identified by support team. (Conner)
- Provide inservice to teachers on the school's literacy plan and begin implementation (D. Althen)
- Provide inservice to teachers on the school's numeracy plan and begin implementation (Math chair, M. Ward)
- Provide ongoing professional development for teachers on working with 9th graders. (A. Dassing)
- Provide ongoing professional development for teachers on examining the quality of their assessments (M. Ward, A. Dassing)

- Teachers submit lesson plans to shared drive or e-Chalk; assistant principals review and provide constructive feedback (M. Ward, department chairs, assistant principals)
- Create data wall reflecting students' performance and other variable affecting achievement (M. Ward)
- Conduct classroom observations and walk-throughs and provide written feedback to teachers (D. Conner, assistant principals)
- Provide appropriate assistance to teachers on improvement plans (D. Conner, assistant principals)
- Use Parent Link at least once per week to communicate positively with parents and to keep them informed about school (D. Conner, K. Gibson)

September 2008

- English and math department chairs continue classroom observations (department chairs)
- English and math department teachers continue observations of model classrooms of department chairs (Department chairs to be named; M. Ward)
- Establish and use bell-ringer HSAP and EOC Exam activities in English and math classes (Math chair, English chair, M. Ward)
- Ensure English 1, English 2, Algebra, and Geometry teachers establish SMART goals that support FSRP goals (A. Dassing, M. Ward, English and math department chairs)
- Develop common quarterly benchmark assessments in English and math classes (Math and English department chairs, M. Ward)
- Provide ongoing professional development for teachers on examining the quality of their assessments (M. Ward, A. Dassing)
- Provide professional development to address challenges noted through classroom observations and support needed by teachers to effectively implement the FSRP (M. Ward, department chairs, assistant principals)
- Provide ongoing professional development for teachers on working with 9th graders. (A. Dassing)
- Provide professional development on use of MAP data and Descartes for improving instruction (M. Ward, S. Earle)
- Conduct monthly review of assessments through departmental and/or course-alike teacher curriculum team meetings (Assistant principals, M. Ward, department chairs)
- Provide peer coaching and use tuning protocols with teachers to improve the quality and rigor of assessments (Assistant principals, department chairs, M. Ward)
- Use bell-ringer HSAP and EOC Exam activities in English and math classes (Math chair, English chair, M. Ward)
- Conduct classroom observations and walk-throughs and provide written feedback to teachers (D. Conner, assistant principals)
- Provide appropriate assistance to teachers on improvement plans (D. Conner, assistant principals)
- Use Parent Link at least once per week to communicate positively with parents and to keep them informed about school (D. Conner, K. Gibson)
- Monitor accurate taking of attendance (D. Conner)
- Set monthly goals for attendance and publicize plan to reward students who meet attendance goals (B. Grigsby)
- Publish student attendance data for the month on the data wall (B. Grigsby)
- Monitor accurate taking of attendance (D. Conner)
- Monitor implementation of centralized tiered system to address attendance interventions (V. Brown)
- Implement structured process for communicating with parents regarding student absenteeism, including use of the school's call-out system, Parent Link, and documented communication by teachers, CORE Team, truancy interventionist, and parent educator (D. Conner, K. Gibson)
- Publish and disseminate bi-monthly newsletter to Stall community (B. Grigsby)
- Implement plan to increase the number and involvement of business partners (A. Rusciolelli, K. Gibson, D. Knab)
- Schedule ninth, tenth, and special education classes for fall MAP testing (M. Ward)
- Work with Mr. Martin and his team on strategies for the increasing student achievement. Collaborate with and work to assist teachers and address issues identified by support team. (Conner)

October 2008

- **Provide quantitative and qualitative feedback on the 4X4 schedule, NGA, and Star Academy (M. Ward, Curriculum & Instruction Focus Team and Dassing, AP for NGA and Star.)**
- **Set monthly goals for attendance and reward students who meet attendance goals (B. Grigsby)**
- **Conduct parent and student surveys to assess underlying causes of chronic absenteeism (K. Gibson)**
- **Administer Fall MAP test in reading and math to 9th, 10th, and special education students**
- **Provide ongoing professional development for teachers on working with 9th graders. (A. Dassing)**
- **Conduct MAP goal-setting conferences with each student to determine goals for improvement (M. Ward)**
- **Communicate MAP testing results to parents and share ways to better assist their children at home (D. Conner, M. Ward)**
- **Administer common benchmark assessments and conduct item analysis (M. Ward, D. Althen, department heads)**
- **Monitor teachers' data provided to support their SMART goal achievement (M. Ward, A. Dassing, English and math department chairs)**
- **English and math department chairs continue classroom observations (department chairs)**
- **English and math department teachers continue observations of model classrooms of department chairs (Department chairs to be named; M. Ward)**
- **Provide refresher inservice for administrative team and initial training for department chairs in the Internal Instructional Review process and on coaching peers in developing and reviewing assessments (A. Dassing, M. Ward)**
- **Provide training for the department chairs on the Internal Instructional Review process and on coaching peers in the development and review of assessments (M. Ward)**
- **Provide ongoing professional development for teachers on examining the quality of their assessments (M. Ward, A. Dassing)**
- **Provide professional development to address challenges noted through classroom observations and support needed by teachers to effectively implement the FSRP (M. Ward, department chairs, assistant principals)**
- **Conduct monthly review of assessments through departmental and/or course-alike teacher curriculum team meetings (Assistant principals, M. Ward, department chairs)**
- **Provide peer coaching and use tuning protocols with teachers to improve the quality and rigor of assessments (Assistant principals, department chairs, M. Ward)**
- **Use bell-ringer HSAP and EOC Exam activities in English and math classes (Math chair, English chair, M. Ward)**
- **Conduct classroom observations and walk-throughs and provide written feedback to teachers (D. Conner, assistant principals)**
- **Provide appropriate assistance to teachers on improvement plans (D. Conner, assistant principals)**
- **Use Parent Link at least once per week to communicate positively with parents and to keep them informed about school (D. Conner, K. Gibson)**
- **Monitor accurate taking of attendance (D. Conner)**
- **Publish student attendance data for the month on the data wall (B. Grigsby)**
- **Monitor implementation of centralized tiered system to address attendance interventions (V. Brown)**
- **Continue to implement structured process for communicating with parents regarding student absenteeism, including use of the school's call-out system, Parent Link, and documented communication by teachers, CORE Team, truancy interventionist, and parent educator (D. Conner, K. Gibson)**
- **Work with Mr. Martin and his team on strategies for the increasing student achievement. Collaborate with and work to assist teachers and address issues identified by support team. (Conner)**

November 2008

- **Provide academic achievement incentives and rewards for all students meeting and exceeding MAP growth in reading and math (D. Conner, B. Grigsby)**
- **Update data wall with attendance and MAP data (M. Ward, D. Conner)**
- **Submit assessments for Internal Instructional Review (M. Ward, A. Dassing, department heads)**
- **Visit community-sponsored or church-sponsored event (D. Conner)**

- Publish and disseminate bi-monthly newsletter to Stall community (B. Grigsby)
- English and math department chairs continue classroom observations (department chairs)
- English and math department teachers continue observations of model classrooms of department chairs (Department chairs to be named; M. Ward)
- Provide ongoing professional development for teachers on examining the quality of their assessments (M. Ward, A. Dassing)
- Provide ongoing professional development for teachers on working with 9th graders. (A. Dassing)
- Provide professional development to address challenges noted through classroom observations and support needed by teachers to effectively implement the FSRP (M. Ward, department chairs, assistant principals)
- Conduct monthly review of assessments through departmental and/or course-alike teacher curriculum team meetings (Assistant principals, M. Ward, department chairs)
- Provide peer coaching and use tuning protocols with teachers to improve the quality and rigor of assessments (Assistant principals, department chairs, M. Ward)
- Use bell-ringer HSAP and EOC Exam activities in English and math classes (Math chair, English chair, M. Ward)
- Conduct classroom observations and walk-throughs and provide written feedback to teachers (D. Conner, assistant principals)
- Provide appropriate assistance to teachers on improvement plans (D. Conner, assistant principals)
- Use Parent Link at least once per week to communicate positively with parents and to keep them informed about school (D. Conner, K. Gibson)
- Monitor accurate taking of attendance (D. Conner)
- Publish student attendance data for the month on the data wall (B. Grigsby)
- Monitor implementation of centralized tiered system to address attendance interventions (V. Brown)
- Continue to implement structured process for communicating with parents regarding student absenteeism, including use of the school's call-out system, Parent Link, and documented communication by teachers, CORE Team, truancy interventionist, and parent educator (D. Conner, K. Gibson)
- Work with Mr. Martin and his team on strategies for the increasing student achievement. Collaborate with and work to assist teachers and address issues identified by support team. (Conner)

December 2008

- Provide academic achievement incentives and rewards for all students meeting and exceeding MAP growth in reading and math (D. Conner, B. Grigsby)
- English and math department chairs continue classroom observations (department chairs)
- English and math department teachers continue observations of model classrooms of department chairs (Department chairs to be named; M. Ward)
- Provide ongoing professional development for teachers on examining the quality of their assessments (M. Ward, A. Dassing)
- Provide ongoing professional development for teachers on working with 9th graders. (A. Dassing)
- Provide professional development to address challenges noted through classroom observations and support needed by teachers to effectively implement the FSRP (M. Ward, department chairs, assistant principals)
- Conduct monthly review of assessments through departmental and/or course-alike teacher curriculum team meetings (Assistant principals, M. Ward, department chairs)
- Provide peer coaching and use tuning protocols with teachers to improve the quality and rigor of assessments (Assistant principals, department chairs, M. Ward)
- Use bell-ringer HSAP and EOC Exam activities in English and math classes (Math chair, English chair, M. Ward)
- Conduct classroom observations and walk-throughs and provide written feedback to teachers (D. Conner, assistant principals)
- Provide appropriate assistance to teachers on improvement plans (D. Conner, assistant principals)
- Use Parent Link at least once per week to communicate positively with parents and to keep them informed about school (D. Conner, K. Gibson)
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- Publish student attendance data for the month on the data wall (B. Grigsby)
- Monitor implementation of centralized tiered system to address attendance interventions (V. Brown)
- Continue to implement structured process for communicating with parents regarding student absenteeism, including use of the school's call-out system, Parent Link, and documented communication by teachers, CORE Team, truancy interventionist, and parent educator (D. Conner, K. Gibson)
- Invite local ministers to meet with principal to discuss how faith-based groups and Stall may collaborate to provide support needed for student success (D. Conner)
- Work with Mr. Martin and his team on strategies for the increasing student achievement. Collaborate with and work to assist teachers and address issues identified by support team. (Conner)

January 2009

- Provide quantitative and qualitative feedback on the 4X4 schedule (M. Ward, Curriculum & Instruction Focus Team)
- Provide academic achievement incentives and rewards for all students meeting and exceeding MAP growth in reading and math (D. Conner, B. Grigsby)
- Monitor teachers' data provided to support their SMART goal achievement (M. Ward, A. Dassing, English and math department chairs)
- Administer common benchmark assessments and conduct item analysis (M. Ward, D. Althen, department heads)
- Administer Winter MAP test in reading and math to 9th, 10th, and special education students
- Provide professional development on use of MAP data and Descartes for improving instruction (M. Ward, S. Earle)
- Conduct MAP goal-setting conferences with each student to determine goals for improvement (M. Ward)
- Publish and disseminate bi-monthly newsletter to Stall community (B. Grigsby)
- English and math department chairs continue classroom observations (department chairs)
- English and math department teachers continue observations of model classrooms of department chairs (Department chairs to be named; M. Ward)
- Provide ongoing professional development for teachers on examining the quality of their assessments (M. Ward, A. Dassing)
- Provide ongoing professional development for teachers on working with 9th graders. (A. Dassing)
- Provide professional development to address challenges noted through classroom observations and support needed by teachers to effectively implement the FSRP (M. Ward, department chairs, assistant principals)
- Conduct monthly review of assessments through departmental and/or course-alike teacher curriculum team meetings (Assistant principals, M. Ward, department chairs)
- Provide peer coaching and use tuning protocols with teachers to improve the quality and rigor of assessments (Assistant principals, department chairs, M. Ward)
- Use bell-ringer HSAP and EOC Exam activities in English and math classes (Math chair, English chair, M. Ward)
- Conduct classroom observations and walk-throughs and provide written feedback to teachers (D. Conner, assistant principals)
- Provide appropriate assistance to teachers on improvement plans (D. Conner, assistant principals)
- Use Parent Link at least once per week to communicate positively with parents and to keep them informed about school (D. Conner, K. Gibson)
- Monitor accurate taking of attendance (D. Conner)
- Publish student attendance data for the month on the data wall (B. Grigsby)
- Monitor implementation of centralized tiered system to address attendance interventions (V. Brown)
- Continue to implement structured process for communicating with parents regarding student absenteeism, including use of the school's call-out system, Parent Link, and documented communication by teachers, CORE Team, truancy interventionist, and parent educator (D. Conner, K. Gibson)
- Work with Mr. Martin and his team on strategies for the increasing student achievement. Collaborate with and work to assist teachers and address issues identified by support team. (Conner)

February 2009

- **Provide academic achievement incentives and rewards for all students meeting and exceeding MAP growth in reading and math (D. Conner, B. Grigsby)**
- **Update data wall with attendance and MAP data (M. Ward, D. Conner)**
- **Conduct MAP goal-setting conferences with each student to determine goals for improvement (M. Ward)**
- **Communicate MAP testing results to parents and share ways to better assist their children at home (D. Conner, M. Ward)**
- **Submit assessments for Internal Instructional Review (M. Ward, A. Dassing, department heads)**
- **Visit community-sponsored or church-sponsored event (D. Conner)**
- **Invite local ministers to meet with principal to discuss how faith-based groups and Stall may collaborate to provide support needed for student success (D. Conner)**
- **English and math department chairs continue classroom observations (department chairs)**
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- **Provide ongoing professional development for teachers on working with 9th graders. (A. Dassing)**
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- **Provide appropriate assistance to teachers on improvement plans (D. Conner, assistant principals)**
- **Use Parent Link at least once per week to communicate positively with parents and to keep them informed about school (D. Conner, K. Gibson)**
- **Monitor accurate taking of attendance (D. Conner)**
- **Publish student attendance data for the month on the data wall (B. Grigsby)**
- **Monitor implementation of centralized tiered system to address attendance interventions (V. Brown)**
- **Continue to implement structured process for communicating with parents regarding student absenteeism, including use of the school's call-out system, Parent Link, and documented communication by teachers, CORE Team, truancy interventionist, and parent educator (D. Conner, K. Gibson)**
- **Work with Mr. Martin and his team on strategies for the increasing student achievement. Collaborate with and work to assist teachers and address issues identified by support team. (Conner)**

March 2009

- **Provide quantitative and qualitative feedback on the 4X4 schedule (M. Ward, Curriculum & Instruction Focus Team)**
- **Administer common benchmark assessments and conduct item analysis (M. Ward, D. Althen, department heads)**
- **Monitor teachers' data provided to support their SMART goal achievement (M. Ward, A. Dassing, English and math department chairs)**
- **Publish and disseminate bi-monthly newsletter to Stall community (B. Grigsby)**
- **English and math department chairs continue classroom observations (department chairs)**
- **English and math department teachers continue observations of model classrooms of department chairs (Department chairs to be named; M. Ward)**
- **Provide ongoing professional development for teachers on examining the quality of their assessments (M. Ward, A. Dassing)**
- **Provide ongoing professional development for teachers on working with 9th graders. (A. Dassing)**

- Provide professional development to address challenges noted through classroom observations and support needed by teachers to effectively implement the FSRP (M. Ward, department chairs, assistant principals)
- Conduct monthly review of assessments through departmental and/or course-alike teacher curriculum team meetings (Assistant principals, M. Ward, department chairs)
- Provide peer coaching and use tuning protocols with teachers to improve the quality and rigor of assessments (Assistant principals, department chairs, M. Ward)
- Use bell-ringer HSAP and EOC Exam activities in English and math classes (Math chair, English chair, M. Ward)
- Conduct classroom observations and walk-throughs and provide written feedback to teachers (D. Conner, assistant principals)
- Provide appropriate assistance to teachers on improvement plans (D. Conner, assistant principals)
- Use Parent Link at least once per week to communicate positively with parents and to keep them informed about school (D. Conner, K. Gibson)
- Monitor accurate taking of attendance (D. Conner)
- Publish student attendance data for the month on the data wall (B. Grigsby)
- Monitor implementation of centralized tiered system to address attendance interventions (V. Brown)
- Continue to implement structured process for communicating with parents regarding student absenteeism, including use of the school's call-out system, Parent Link, and documented communication by teachers, CORE Team, truancy interventionist, and parent educator (D. Conner, K. Gibson)
- Work with Mr. Martin and his team on strategies for the increasing student achievement. Collaborate with and work to assist teachers and address issues identified by support team. (Conner)

April 2009

- Update data wall with attendance and MAP data (M. Ward, D. Conner)
- English and math department chairs continue classroom observations (department chairs)
- English and math department teachers continue observations of model classrooms of department chairs (Department chairs to be named; M. Ward)
- Provide ongoing professional development for teachers on examining the quality of their assessments (M. Ward, A. Dassing)
- Provide ongoing professional development for teachers on working with 9th graders. Begin considering revisions for 2009-2010. (A. Dassing)
- Provide professional development to address challenges noted through classroom observations and support needed by teachers to effectively implement the FSRP (M. Ward, department chairs, assistant principals)
- Conduct monthly review of assessments through departmental and/or course-alike teacher curriculum team meetings (Assistant principals, M. Ward, department chairs)
- Provide peer coaching and use tuning protocols with teachers to improve the quality and rigor of assessments (Assistant principals, department chairs, M. Ward)
- Use bell-ringer HSAP and EOC Exam activities in English and math classes (Math chair, English chair, M. Ward)
- Conduct classroom observations and walk-throughs and provide written feedback to teachers (D. Conner, assistant principals)
- Provide appropriate assistance to teachers on improvement plans (D. Conner, assistant principals)
- Use Parent Link at least once per week to communicate positively with parents and to keep them informed about school (D. Conner, K. Gibson)
- Monitor accurate taking of attendance (D. Conner)
- Publish student attendance data for the month on the data wall (B. Grigsby)
- Monitor implementation of centralized tiered system to address attendance interventions (V. Brown)
- Continue to implement structured process for communicating with parents regarding student absenteeism, including use of the school's call-out system, Parent Link, and documented communication by teachers, CORE Team, truancy interventionist, and parent educator (D. Conner, K. Gibson)

- **Work with Mr. Martin and his team on strategies for the increasing student achievement. Collaborate with and work to assist teachers and address issues identified by support team. (Conner)**

May 2009

- **Provide academic achievement incentives and rewards for all students meeting and exceeding MAP growth in reading and math (D. Conner, B. Grigsby)**
- **Review and update common course syllabi for English classes (M. Ward)**
- **Review and update common course syllabi for math classes (M. Ward)**
- **Provide quantitative and qualitative feedback on the 4X4 schedule (M. Ward, Curriculum & Instruction Focus Team)**
- **Publish and disseminate bi-monthly newsletter to Stall community (B. Grigsby)**
- **Visit community-sponsored or church-sponsored event (D. Conner)**
- **English and math department chairs continue classroom observations (department chairs)**
- **English and math department teachers continue observations of model classrooms of department chairs (Department chairs to be named; M. Ward)**
- **Provide ongoing professional development for teachers on examining the quality of their assessments (M. Ward, A. Dassing)**
- **Provide ongoing professional development for teachers on working with 9th graders. Begin considering revisions for 2009-2010. (A. Dassing)**
- **Provide professional development to address challenges noted through classroom observations and support needed by teachers to effectively implement the FSRP (M. Ward, department chairs, assistant principals)**
- **Conduct monthly review of assessments through departmental and/or course-alike teacher curriculum team meetings (Assistant principals, M. Ward, department chairs)**
- **Provide peer coaching and use tuning protocols with teachers to improve the quality and rigor of assessments (Assistant principals, department chairs, M. Ward)**
- **Use bell-ringer HSAP and EOC Exam activities in English and math classes (Math chair, English chair, M. Ward)**
- **Conduct classroom observations and walk-throughs and provide written feedback to teachers (D. Conner, assistant principals)**
- **Provide appropriate assistance to teachers on improvement plans (D. Conner, assistant principals)**
- **Use Parent Link at least once per week to communicate positively with parents and to keep them informed about school (D. Conner, K. Gibson)**
- **Monitor accurate taking of attendance (D. Conner)**
- **Publish student attendance data for the month on the data wall (B. Grigsby)**
- **Monitor implementation of centralized tiered system to address attendance interventions (V. Brown)**
- **Continue to implement structured process for communicating with parents regarding student absenteeism, including use of the school's call-out system, Parent Link, and documented communication by teachers, CORE Team, truancy interventionist, and parent educator (D. Conner, K. Gibson)**
- **Work with Mr. Martin and his team on strategies for the increasing student achievement. Collaborate with and work to assist teachers and address issues identified by support team. (Conner)**

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1: At least 75% of 9th and 10th grade students taking MAP will meet the Northwestern Education Association's (NWEA) target for yearly growth in reading by the April 2009 administration. Note: Fall 2008 data will be used as the baseline. Students in English 1, English 2, Algebra, Geometry, and Special Education will take MAP. Performance on the reading test of MAP has been shown to correlate with performance on EOC in English 1 and HSAP ELA exams; therefore, improving significantly in MAP will be an indicator of improvement on EOC and on HSAP.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Implement a modified 4X4 schedule during the 2008-09 school year.	Dan Conner, Principal	April 2008	<p>The master schedule has the potential to have a tremendous impact on student achievement. Although the A/B schedule was implemented during the 2007-2008 school year to ease the transitions for transient students who travel between North Charleston High School and R. B. Stall, it has been determined that the A/B schedule may be inhibiting the progress of students, as students struggle when they take eight courses at one time. Additionally, students who are not performing well at benchmarks during the year have little if any opportunity to be rescheduled into another class and earn credit. Not only do students who are struggling frequently become discipline problems, they also perpetuate the attendance problem in the school.</p> <p>The modified 4X4 schedule being planned for next year has been given much consideration by the faculty. An extensive review HSAP performance, PACT results, spring 2008 MAP results, and past performance in classes will be used in making scheduling decisions. Students who need extra support through year-long classes will be accommodated through modifications in the schedule. The</p>

			Curriculum and Instruction Focus Team will be asked to provide quantitative and qualitative feedback on the schedule at the end of each quarter. (Dassing and Ward)
2. Redefine and continue to implement a Ninth Grade Academy. (NGA)	Anna Dassing, AP	April 2008	Research vividly shows that a student's 9 th grade year is a critical turning point for students. They either decide to continue with school and set a goal for graduation or they find that they are not prepared and it is easier to just drop out. We can not allow that at Stall HS. While we have had a NGA for several years, it has not been faithfully implemented based on the HSTW recommendations and clearly defined criteria. We will work on refining and revising existing structures to fully support our 9 th graders and ensure their academic success in high school and beyond. Conditions we expect to improve include better orientation and preparation in the middle grades, providing specialized courses for 9 th graders including advisory and career exploration through our Synergistic Modular Lab, implementation of a No Zero Policy and a Positive Behavior Support System. This coupled with truer teams and common interdisciplinary planning will increase our student achievement in 9 th grade and better prepare our students for on time graduation.
3. Redefine and continue to implement a Star Academy for overaged 8 th graders from Alice Birney Middle, Brentwood Middle, and Morningside Middle Schools.	Anna Dassing, AP	April 2008	Too often students in elementary and middle school meet with challenges that cause them to be retained in one or two grades. As these students grow and mature, they often lag behind their peers and then become overaged for their grade level. Star Academy is an accelerated program that aims to work with students that are one to two grade levels behind but can academically achieve. Star Academy works with the students and their families to identify and address issues that are preventing success. In this accelerated program students work to move from 8 th to 10 th grade in one year in order to rejoin their peer group and graduate from high school. Intensive instructional, behavioral, and familial support has enabled students to excel in this program and we anticipate greater success with the 2008-2009 school year as measured by improved course passage rate.

<p>4. Ensure first time 9th graders and 9th grade repeaters who are two or more grade levels behind in ELA (as reflected by MAP data) participate in a sequence of courses that they receive a full year of instruction in English, despite being on a 4X4 schedule.</p>	<p>Larry Adkins, AP; Anna Dassing, AP</p>	<p>August 2008</p>	<p>Students who are significantly behind need opportunities for additional assistance provided through extra time or extra help. A copy of the master schedule will reveal that students two or more grade levels behind are scheduled into year-long English classes which meet every day and/or have some type of accommodation made to provide extra support/assistance. READ180 will be scheduled for students with the greatest need. Documentation will be maintained of the extra supports provided to students who are not performing at expected levels of proficiency. (Dassing and Adkins)</p>
<p>5. Using the district's newly designed coaching/support model, employ an English department chair to model effective literacy strategies and sound instructional pedagogy through a demonstration classroom and to provide coaching and feedback to other teachers.</p> <p><i>The English department chair will observe and provide immediate oral and/or written feedback to teachers at least monthly with follow up being provided at the next visit or conference on issues targeted for concern or growth.</i></p>	<p>English Department Chair (Althen); Anna Dassing, AP; Mike Ward, Curriculum Specialist</p>	<p>August 2008</p>	<p>Research on key practices indicates that one of the best ways to assist teachers in implementing best practices and thereby improve student achievement is to provide opportunities for teachers to see those practices being modeled by a highly qualified teacher. The school's professional development plan for 2008-2009 includes the expectation that all teachers conduct a minimum number of peer observations during the school year. Although teachers will be encouraged to observe a wide range of peers, as a part of this plan, all teachers will be expected to observe demonstration lessons conducted by department chairs.</p> <p>The faculty will be informed of best practices and literacy strategies being modeled in the English department chair's classroom. This will be done through a weekly emailing to all faculty informing them of strategies/practices being utilized the following week and the period during which they will be modeled. Teachers will maintain a reflection log of what they observed in the demonstration classroom and must document how they used the strategy in their own classroom.</p> <p>One of the strategies for providing assistance to teachers on improvement plans will be the expectation that they observe in demonstration classrooms more frequently and that they are observed by their department chair for evidence of implementation.</p> <p>The English department chair will conduct classroom observations and provide cognitive coaching to teachers on their efforts to implement the Core Essentials of the Charleston Plan for Excellence. (Ward and English Chair)</p>

6. Continue implementation of the R. B. Stall High School Literacy Plan.	Dawn Althen, English Dept. Chair, Mike Ward, Curriculum Specialist	August 2008	Data indicates a significant number of Stall students are two or more grade levels behind in reading. A literacy plan which reflects the five literacy goals of <i>HSTW</i> was established during the 2004-2005 school year and has been updated and implemented annually. The literacy plan has already been updated for the 2008-2009 school year, and instructional materials to support its implementation are being ordered. A copy of the plan will be made available to the ERTL and maintained as documentation as well as copies of materials which show evidence of implementation. (Dawn Althen)
7. Establish and use bell-ringer HSAP reinforcement activities to reinforce English standards in English courses.	Mike Ward, Curriculum Specialist	Sept. 2008	The use of bell-ringers to reinforce major HSAP concepts and test-taking strategies has been successfully implemented for the past two years, takes little time and provides daily practice with HSAP-like items. Bell-ringers will be collected/developed by English teachers and reviewed by the English department chair. (Mike Ward, Dawn Althen)
8. Ensure each 9 th and 10 th grade English teacher has developed at least one SMART goal which supports the achievement of this goal and review each individual teacher's accomplishments toward the goal quarterly. <i>SMART goals will developed and reviewed after fall MAP testing. Teachers will monitor progress quarterly toward meeting goals and document this in teacher curriculum meeting minutes submitted to department chair and curriculum specialist.</i>	Mike Ward, Curriculum Specialist	Sept. 2008	If the school's goals are to be accomplished, each teacher must have ownership in the problems that led to the need for the goals. All English teachers will be asked to develop a SMART goal which supports the achievement of gains in MAP. Teacher's individual SMART goals will reviewed by Mike Ward, Anna Dassing, and the English department chair. Teachers will be expected to provide data documenting progress toward SMART goals each quarter. (Mike Ward)
9. Review and update common course syllabi for English classes with all English teachers. <i>Teachers will review and update common syllabi in August, January, and May. The curriculum specialist and department chair will provide feedback to teachers based on the six elements (see right-hand column).</i>	Mike Ward, Curriculum Specialist	May 2008	The development and use of common course syllabi is important to the achievement of this goal because it provides a venue for teachers to have critical conversations regarding agreed upon (1) course goals, (2) instructional philosophy regarding expectations, (3) power standards, (4) major assessments and grading policies, (5) major assignments and projects, and (6) recommended and required readings. Teachers at R. B. Stall High School have already developed common course syllabi for all English classes. These will be reviewed and updated prior to the end of the 2007-2008 school year and will be utilized in the 2008-2009

			school year. (Mike Ward, Dawn Althen)
<p>10. Utilize common benchmark assessments which are administered quarterly. Item analysis must be done within a week of administration of the benchmark for all English classes, and results used to improve instruction.</p> <p><i>Department chair and curriculum specialist will review common benchmark assessments quarterly and provide feedback to teachers on the assessment as well as plans to improve based on item analysis.</i></p>	Mike Ward, Curriculum Specialist	Sept. 2008	The utilization of common benchmark assessments helps to ensure greater continuity in curriculum and instruction. Benchmark items will be either selected from the item test bank, textbooks or developed by teachers and administered to students. Teachers who teach the same subject will collaboratively review their benchmarks through an item analysis process, and plans to re-teach will be developed. (Dawn Althen, Mike Ward)
11. Teachers will develop quality lesson plans and post them to the school's shared drive or e-chalk weekly.	Mike Ward, Curriculum Specialist; Department Chairs; APs for Assigned Departments; Principal	August 2008	Teachers at R. B. Stall High School began using a common lesson planning template during the 2007-2008 school year and are already in the practice of posting their lesson plans to the shared drive. Review of lesson plans will be instrumental in ensuring student achievement as it will allow the administration the opportunity to know before they visit classrooms which standards the teacher intended to be teaching. The review of lesson plans will ensure teachers are basing their instruction on the CCSD Coherent Curriculum and are effectively following their instructional calendars. Assistant principals will review lesson plans and provide constructive feedback to teachers as needed for the improvement of instruction. (Ward)
12. Create and maintain a data wall which reflects students' performance and other variables that affect achievement.	Mike Ward, Curriculum Specialist	August 2008	It is important for the staff, students and community to see the results of their efforts. The data wall will be posted in a place visible to teachers and will be updated periodically to reflect changes in data due to collaborative efforts of the staff, students and R. B. Stall community. (Mike Ward)
<p>13. Conduct a MAP goal-setting conference with each student to determine targeted goals for improvement.</p> <p><i>The teacher will meet with students after fall testing to set goals for improvement. After winter and spring testing, teachers will meet again with students to review progress toward meeting goals. Teachers will keep documentation of these</i></p>	Mike Ward, Curriculum Specialist	Oct. 2008 and February 2009	Students and their parents must be apprised of individual student's performance on MAP. A map conference will be held individually with each student following fall MAP testing. The results of testing should be used to establish goals for improving in specific areas. Documentation will be maintained by teachers and monitored by the department chair. (Dawn Althen)

<i>goals, which the chair will monitor after each administration of MAP.</i>			
<p>14. Communicate after each scheduled MAP testing to keep parents informed about students' progress and ways they can better assist their child at home.</p> <p><i>Students will test for MAP in fall (September), winter (December), and in spring (tba). Letters will be sent home after each administration with invitations to conference with the teacher.</i></p>	Dan Conner, Principal; Mike Ward, Curriculum Specialist	Oct. 2008 and February 2009	Teachers will send letters to parents following MAP testing providing specific information about students' performance on MAP and strategies for helping their child at home. A list of suggestions for how to help will be developed by the English department by the end of the 2007-2008 school year so these will be readily available for teachers. Documentation of letters sent home will be maintained by the English teacher. (Mike Ward)
<p>15. Provide academic achievement incentives and rewards for all students meeting and exceeding MAP growth in reading.</p> <p><i>Incentives will be awarded for MAP gains in January following the second administration of MAP and again in the spring after the third and final administration.</i></p>	Dan Conner, Principal; Barbara Grigsby, Culture Focus Team Leader	November 2008 Feb. & May 2009	Although there is a need for students to be intrinsically motivated to do well, the fact remains that many students are motivated by extrinsic rewards. The Culture Focus Team, in conjunction with the principal, will develop a tiered system for rewarding students for gains on MAP and plans for a recognition program. (Barbara Grigsby)
<p>16. Provide professional development on the use of MAP data and Descartes for improving instruction.</p> <p><i>Professional development will be provided after fall MAP administration; teachers will analyze their students' relative strengths and weaknesses and plan to address weaknesses. After second and third administration, departments and curriculum teams will again analyze and evaluate score results and progress and plan to improve.</i></p>	Mike Ward, Curriculum Specialist; Sarah Earle, Professional Learning Communities Focus Team	Sept. 2008	All teachers must be able to understand how to analyze and interpret MAP data and to use Descartes in order to plan better lessons to improve student achievement. Some teachers already have extensive experience in this strategy while others have very little knowledge in this area. Efforts will be made to accommodate for the differences in experience and understanding by providing both individual and group support. (Ward)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2: At least 75% of 9th and 10th grade students taking MAP will meet the Northwestern Education Association's (NWEA) target for yearly growth in mathematics by the April 2009 administration. Note: Fall 2008 data will be used as the baseline. Students in English 1, English 2, Algebra, Geometry, and Special Education will take MAP. Performance on the reading test of MAP has been shown to correlate with performance on EOC in Algebra 1 and HSAP Math exams; therefore, improving significantly in MAP will be an indicator of improvement on EOC and on HSAP.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Implement a modified 4X4 schedule during the 2008-09 school year.	Dan Conner, Principal	April 2008	The master schedule has the potential to have a tremendous impact on student achievement. Although the A/B schedule was implemented during the 2007-2008 school year to ease the transitions for transient students who travel between North Charleston High School and R. B. Stall, it has been determined that the A/B schedule may be inhibiting the progress of students, as students struggle when they take eight courses at one time. Additionally, students who are not performing well at benchmarks during the year have little if any opportunity to be rescheduled into another class and earn credit. Not only do students who are struggling frequently become discipline problems, they also perpetuate the attendance problem in the school. The modified 4X4 schedule being planned for next year has been given much consideration by the faculty. An extensive review HSAP performance, PACT results, spring 2008 MAP results, and past performance in classes will be used in making scheduling decisions. Students who need extra support through year-long classes will be

			accommodated through modifications in the schedule. The Curriculum and Instruction Focus Team will be asked to provide quantitative and qualitative feedback on the schedule at the end of each quarter. (Dan Conner)
2. Refine and continue to implement a Ninth Grade Academy. (NGA)	Anna Dassing, AP	April 2008	Research vividly shows that a student's 9 th grade year is a critical turning point for students. They either decide to continue with school and set a goal for graduation or they find that they are not prepared and it is easier to just drop out. We can not allow that at Stall HS. While we have had a NGA for several years, it has not been faithfully implemented based on the HSTW recommendations and clearly defined criteria. We will work on refining and revising existing structures to fully support our 9 th graders and ensure their academic success in high school and beyond. Conditions we expect to improve include better orientation and preparation in the middle grades, providing specialized courses for 9 th graders including advisory and career exploration through our Synergistic Modular Lab, implementation of a No Zero Policy and a Positive Behavior Support System. This coupled with truer teams and common interdisciplinary planning will increase our student achievement in 9 th grade and better prepare our students for on time graduation. (Dassing)
3. Refine and continue to implement a Star Academy for overaged 8 th graders from Alice Birney Middle.	Anna Dassing, AP	April 2008	Too often students in elementary and middle school meet with challenges that cause them to be retained in one or two grades. As these students grow and mature, they often lag behind their peers and then become overaged for their grade level. Star Academy is an accelerated program that aims to work with students that are one to two grade levels behind but can academically achieve. Star Academy works with the students and their families to identify and address issues that are preventing success. In this accelerated program students work to move from 8 th to 10 th grade in one year in order to rejoin their peer group and graduate from high school. Intensive instructional, behavioral, and familial support has enabled students to excel in this program and we anticipate greater success with the 2008-2009 school year. (Dassing)

4. Ensure first-time 9 th graders and 9 th grade repeaters who are two or more grade levels behind in mathematics (as reflected by MAP data) participate in a sequence of courses that ensures double-dosing of mathematics and/or other extra help supports as deemed appropriate to meet the needs of the individual student.	Larry Adkins, AP; Anna Dassing, AP	August 2008	Students who are significantly behind must have opportunities for additional assistance through extra time or extra help. Students who are two or more grade levels behind in mathematics will be scheduled into year-long math classes which meet every day and/or have some type of accommodation made to provide extra support/assistance. Documentation will be maintained of the extra supports provided to students who are not performing at expected levels of proficiency. (Larry Adkins)
5. Using the district's newly designed coaching/support model, employ a mathematics department chair to model effective literacy strategies and sound instructional pedagogy through a demonstration classroom and to provide coaching and feedback to other teachers. <i>The math department chair will observe and provide immediate oral and/or written feedback to teachers at least monthly with follow up being provided at the next visit or conference on issues targeted for concern or growth.</i>	Mathematics Department Chair	August 2008	Research on key practices indicates that one of the best ways to assist teachers in implementing best practices and thereby improve student achievement is to provide opportunities for teachers to see those practices being modeled by a highly qualified teacher. The school's professional development plan for 2008-2009 includes the expectation that all teachers conduct a minimum number of peer observations during the school year. Although teachers will be encouraged to observe a wide range of peers, as a part of this plan, all teachers will be expected to observe demonstration lessons conducted by department chairs. The faculty will be informed of best practices and literacy strategies being modeled in the mathematics department chair's classroom. This will be done through a weekly emailing to all faculty informing them of strategies/practices being utilized the following week and the period during which they will be modeled. Teachers will maintain a reflection log of what they observed in the demonstration classroom and must document how they used the strategy in their own classroom. One of the strategies for providing assistance to teachers on improvement plans will be the expectation that they observe in demonstration classrooms more frequently and that they are observed by their department chair for evidence of implementation. The math department chair will conduct classroom observations and provide cognitive coaching to teachers on their efforts to implement the Core Essentials of the Charleston Plan for Excellence. (Mike Ward, Curriculum Specialist; Mathematics Department Chair)

6. Continue implementation of the school's numeracy plan based on the <i>HSTW</i> model.	Mike Ward, Curriculum Specialist; Math Department Chair (not yet named)	August 2008	Many R. B. Stall High School students are significantly deficient in mathematics. A numeracy plan which reflects the goals of <i>HSTW</i> must be established and implemented as a part of school-wide professional development. A copy of the plan will be made available to the ERTL and maintained as documentation. (Ward; Math Chair)
7. Establish and use bell-ringer HSAP reinforcement activities every day in mathematics courses.	Mathematics Department Chair		The use of bell-ringers to reinforce major HSAP concepts and test-taking strategies has been successfully implemented for the past two years, takes little time and provides daily practice with HSAP-like items. Bell-ringers will be collected/developed by math teachers and reviewed by the math department chair. (Ward and Math Chair)
8. Ensure each 9 th and 10 th grade mathematics teacher has developed SMART goals for himself/herself which support the achievement of FSRP goal, and review each individual teacher's accomplishments toward the goal quarterly. <i>SMART goals will developed and reviewed after fall MAP testing. Teachers will monitor progress quarterly toward meeting goals and document this in teacher curriculum meeting minutes submitted to department chair and curriculum specialist.</i>	Mathematics Department Chair	Sept. 2008	If the school's goals are to be accomplished, each teacher must have ownership in the problems that led to the need for the goals. All math teachers will be asked to develop a SMART goal which supports the achievement of gains in MAP. Teacher's individual SMART goals will reviewed by Mike Ward, Anna Dassing, and the math department chair. Teachers will be expected to provide data documenting progress toward SMART goals each quarter. (Mike Ward)
9. Review and update common course syllabi for math classes with all math teachers. <i>Teachers will review and update common syllabi in August, January, and May. The curriculum specialist and department chair will provide feedback to teachers based on the six elements (see right-hand column).</i>	Mike Ward, Curriculum Specialist	May 2008	The development and use of common course syllabi is important to the achievement of this goal because it provides a venue for teachers to have critical conversations regarding agreed upon (1) course goals, (2) instructional philosophy regarding expectations, (3) power standards, (4) major assessments and grading policies, (5) major assignments and projects, and (6) recommended and required readings. Teachers at R. B. Stall High School have already developed common course syllabi for all math classes. These will be reviewed and updated prior to the end of the 2007-2008 school year and will be utilized in the 2008-2009 school year. (Mike Ward and math department chair)
10. Utilize common benchmark assessments which are administered quarterly. Item analysis must be done within a week of administration of the benchmark for each mathematics class, and results used to improve instruction.	Mike Ward, Curriculum Specialist; Mathematics Department	Sept. 2008	The utilization of common benchmark assessments helps to ensure greater continuity in curriculum and instruction. Benchmark items will be either selected from the item test bank, textbooks or developed by teachers and administered to students. Teachers who teach the same

<i>Department chair and curriculum specialist will review common benchmark assessments quarterly and provide feedback to teachers on the assessment as well as plans to improve based on item analysis.</i>	Chair		subject will collaboratively review their benchmarks through an item analysis process, and plans to re-teach will be developed. (Math Department Chair, Mike Ward)
11. Teachers will develop quality lesson plans and post them to the school's shared drive or e-chalk weekly.	Mike Ward, Curriculum Specialist; Department Chairs; APs for Assigned Departments; Principal	August 2008	Teachers at R. B. Stall High School began using a common lesson planning template during the 2007-2008 school year and are already in the practice of posting their lesson plans to the shared drive. Review of lesson plans will be instrumental in ensuring student achievement as it will allow the administration the opportunity to know before they visit classrooms which standards the teacher intended to be teaching. The review of lesson plans will ensure teachers are basing their instruction on the CCSD Coherent Curriculum and are effectively following their instructional calendars. Assistant principals will review lesson plans and provide constructive feedback to teachers as needed for the improvement of instruction. (Mike Ward)
12. Create and maintain a data wall which reflects students' performance and other variables that affect achievement.	Mike Ward, Curriculum Specialist	August 2008	It is important for the staff, students and community to see the results of their efforts. The data wall will be posted in a place visible to teachers and will be updated periodically to reflect changes in data due to collaborative efforts of the staff, students and R. B. Stall community. (Mike Ward)
13. Conduct a MAP conference with each student to establish targeted goals for improvement. <i>The teacher will meet with students after fall testing to set goals for improvement. After winter and spring testing, teachers will meet again with students to review progress toward meeting goals. Teachers will keep documentation of these goals, which the chair will monitor after each administration of MAP.</i>	Mathematics Department Chair (not yet determined)	Oct. 2008 & Feb. 2009	Students and their parents must be apprised of individual student's performance on MAP. A map conference will be held individually with each student following fall MAP testing. The results of testing should be used to establish goals for improving in specific areas. Documentation will be maintained by the department chair. (Math Department Chair)
14. Communicate after each scheduled MAP testing to keep parents informed about students' progress and ways they can better assist their child at home. <i>Students will test for MAP in fall (September),</i>	Mike Ward, Curriculum Specialist; Dan Conner, Principal	Oct. 2008 & Feb. 2009	Teachers will send letters to parents following MAP testing providing specific information about students' performance on MAP and strategies for helping their child at home. A list of suggestions for how to help will be developed by the English department by the end of the 2007-2008 school

<i>winter (December), and in spring (tba). Letters will be sent home after each administration with invitations to conference with the teacher.</i>			year so these will be readily available for teachers. Documentation of letters sent home will be maintained by the math teacher. (Mike Ward)
15. Provide academic achievement incentives and rewards for all students meeting and exceeding MAP growth in reading. <i>Incentives will be awarded for MAP gains in January following the second administration of MAP and again in the spring after the third and final administration.</i>	Dan Conner, Principal; Barbara Grigsby, Culture Focus Team Leader	November 2008 Feb. & May 2009	Although there is a need for students to be intrinsically motivated to do well, the fact remains that many students are motivated by extrinsic rewards. The Culture Focus Team, in conjunction with the principal, will develop a tiered system for rewarding students for gains on MAP and plans for a recognition program. (Barbara Grigsby)
16. Provide professional development on the use of MAP data and Descartes for improving instruction. <i>Professional development will be provided after fall MAP administration; teachers will analyze their students' relative strengths and weaknesses and plan to address weaknesses. After second and third administration, departments and curriculum teams will again analyze and evaluate score results and progress and plan to improve.</i>	Mike Ward, Curriculum Specialist; Sarah Earle, Professional Learning Communities Focus Team	Sept. 2008	All teachers must be able to understand how to analyze and interpret MAP data and to use Descartes in order to plan better lessons to improve student achievement. Some teachers already have extensive experience in this strategy while others have very little knowledge in this area. Efforts will be made to accommodate for the differences in experience and understanding by providing both individual and group support. (Ward)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3:

SMART GOAL #3: Using the Graduation Rate Roster from the Charleston County School District's Data Central, by April 1, 2009, Stall will increase its projected graduation rate to 55% (up from the 40.7% as reported on the 2007 School Report Card). Note: 55% will also move Stall from 1 point to 2 points on this criterion. A major effort of this goal is to improve attendance since attendance is directly related to passing classes, which in turn, is directly related to graduating.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Conduct parent and student surveys to assess underlying causes of chronic absenteeism. <i>Survey will be developed in October and distributed in November. After collection in November, BCPFR Focus Team will analyze results and make recommendations to Leadership Team.</i>	Karen Gibson, Business, Community and Parent Partnerships and Relationships Focus Team Leader; Dan Conner, Principal	Oct. 2008	The foundation of changing behavior in any system begins with root cause analysis. Our Leadership Team has been trained in this process. If we are to improve student attendance, we must develop a better understanding of why students are not coming to school or are missing classes. (Knab)
2. Set monthly goals for attendance and reward students who meet attendance goals. Develop attendance "challenges" between grade levels.	Barbara Grigsby, Culture Focus Team Leader	Sept. 2008	When students are excessively absent from school, they fall further behind in their work, thereby impacting student achievement. Setting goals for attendance and working to achieve them holds potential to directly impact not only achievement but graduation rate. The Attendance Support and Intervention Focus Team will develop the plan. (Grigsby)
3. Monitor student attendance and publish comparative data on data walls. <i>Attendance baseline data will be last year's 89%; monthly progress will be posted around school.</i>	Barbara Grigsby, Culture Focus Team Leader	Sept. 2008	Student attendance rates as compared to goals will be posted in prominent areas around the school. It is believed that if students can readily see how their grade is performing as compared to others, they will encourage other members of their grade team. (Grigsby)

4. Develop and communicate a centralized tiered system to address attendance interventions.	Vanessa Brown, AP	June 2008	Currently we use the truancy interventionist, CORE Team, teacher advisors, and counselors to address attendance issues. The system will be expanded to also include the parent educator. The plan will be developed to centralize and communicate interventions utilized by all groups. (Brown)
5. Develop and implement a system to ensure accuracy of students' telephone numbers and addresses.	Eleanor Hardy, Guidance Director	June 2008	It is imperative that the school have current telephone numbers and addresses in order to communicate with Stall parents and guardians regarding attendance. (Hardy)
6. Develop and implement a structured process for communicating with parents regarding student absenteeism. <i>Parents will be notified when their child has 3 absences.</i>	Karen Gibson, Business, Community and Parent Partnerships and Relationships Focus Team Leader; Dan Conner, Principal	August 2008	The plan will include the use of the school's call out system and documented teacher communication. The role of the classroom teacher, guidance, interventionist, CORE Team, and the parent educator in communicating with parent and students regarding attendance will be further clarified in the 2008-2009 Faculty Handbook. (Gibson)
7. Revise the existing plan for seat-time recovery and implement.	Vanessa Brown, AP; Jenell Riley, Academic Assistance Focus Team Leader	August 2008	When students recover seat time, they are less likely to have to repeat a class. The Academic Assistance Team will make recommendations to the Leadership Team for review prior to the end of the 2007-2008 school year. The plan will be implemented during the 2008-2009 school year. (Brown)
8. Hold all teachers accountable for taking attendance every period of every day.	Dan Conner, Principal	August 2008	Attendance cannot be accurately assessed unless teachers consistently record absences. The administration will ensure daily monitoring of attendance and will document teachers who do not follow district/school procedures for accurately recording attendance. (Conner)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 4: Increase the percentage of teachers whose assessments include at least 52% proficient and/or advanced weightings by 25% as measured through comparison of externally-led fall 2008 and winter 2009 Internal Instructional Reviews. Note: (Forty-nine percent of teachers met this goal in spring 2008.) A 10% increase would result in at least 54% of teachers developing assessments with at least 52% of the weightings at the proficient and advanced levels.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<p>1. Provide “refresher” training for the administrative team and initial training for department chairs in the Internal Instructional Review process.</p> <p><i>Department chairs will be trained in peer coaching in October. Administration team and department chairs will receive IIR training in November. Teachers will submit assessments in November and receive feedback in November and December. A second round of assessments and follow-up will take place in February.</i></p>	<p>Anna Dassing, AP; Mike Ward, Curriculum Specialist</p>	<p>Oct. 2008</p>	<p>If student achievement is to be increased, backwards design must be utilized to ensure alignment of assessments and assignments to standards. Moreover, teachers must develop assignments and assessments using higher levels of thinking so students remember content long-term and have more than simple recall. The HSTW Leadership Team was trained along with all the administrators during the 2007-2008 school year. All department chairs will need to be trained on how to provide cognitive coaching/feedback to their departments in order to facilitate on-going IIRs. (Mike Ward)</p>
<p>2. Provide on-going professional development for teachers on examining the quality of their assessments by focusing on (1) alignment to standards, (2) levels of proficiency, and (3) appropriateness of assessment types.</p> <p><i>Ongoing professional development will be provided on this, beginning in August and continuing in bi-weekly PD meetings; follow-up</i></p>	<p>Anna Dassing, AP; Mike Ward, Curriculum Specialist</p>	<p>August 2008</p>	<p>Although some teachers were trained during the 2007-2008 school year, evidence indicates the need for additional training, particularly in the area of “unpackaging” standards so teachers accurately assess the intent of the standards. Student achievement will not increase if teachers continue to teach “on topic” but not “on target.” (Mike Ward)</p>

<i>will occur in department and course-alike meetings as teachers develop assessments and give each other feedback using a tuning protocol which they were trained to use in October.</i>			
3. Conduct monthly review of assessments through departmental and/or course-alike team meetings.	Assistant Principals for Assigned Departments; Department Chairpersons; Mike Ward	Sept. 2008	Teachers will use a modified tuning protocol to provide constructive feedback to one another on assessments during departmental and/or course-alike team meetings. Teachers will submit assessments to their AP's and department chairs each month. Following the fall 2008 training, they will complete a self-assessment form for submitted assessments on which they will reflect on alignment to standards and levels of proficiency. (Ward)
4. Provide training for department chairs on the Internal Instructional Review process and on coaching peers in the development and review of assessments. <i>See Strategies 1 and 2 for information on when this happens and follow-up.</i>	Mike Ward, Curriculum Specialist	Oct. 2008	Department chairs cannot provide leadership on the Internal Instructional Review unless they are thoroughly competent in the process. The day-long, hands-on training will be provided on-site. (Ward)
5. Department chairs and the curriculum specialist will provide peer coaching and use tuning protocols with teachers to improve the quality and rigor of assessments. <i>See Strategy 2.</i>	Assistant Principals for Assigned Departments, Department Chairpersons	Oct. 2008	Effective professional learning communities are fostered through the collaborative work of individuals who are committed to improving the quality of work. The intent of the IIR is not to have administrators always "overseeing" the development of assessments, but to ensure teachers have the skills and experiences to enable them to do a more effective job of assessing what matters most. Peer coaching and utilization of the modified tuning protocol will provide a structured process for engaging teachers in constructive feedback. (Dassing)

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, 75% of classroom observations by administrators will show appropriate levels of both active engagement of students and rigor as reported on the Stall High School classroom observation rubric.

Note: To this end, each administrator will conduct an average of five observations per week and provide written feedback to teachers with attention focused on active engagement (based on at least 80% of students participating in an "engaging activity" as defined on the rubric) and rigor (based on the level of Bloom's observed matching or exceeding the level called for in the targeted standard).

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Conduct classroom observations, walk-throughs, and evaluations consistent with expectations for administrators delineated in the High School Action Plan and provide written feedback to teachers.	Dan Conner, Principal; Vanessa Brown, AP; Anna Dassing, AP; Andrew Rusciolelli, AP; Larry Adkins, AP	August 2008	The High School Action Plan calls for the monitoring of core essentials in the classroom, those essentials being (1) alignment to the Coherent Curriculum; (2) active engagement of students; (3) rigor; and (4) differentiation of instruction. All administrators in schools within the district are expected to conduct an average of five observations per week and provide written feedback to teachers. Each administrator will maintain an updated log of classroom observations and walk-throughs in the district's PowerUser. Evaluations will be documented by each administrator and completed according to district policy and procedures. (Dan Conner)
2. Provide appropriate assistance to teachers who are on various improvement plans.	Dan Conner, Principal; APs	August 2008	It is the belief of the administration that by providing assistance to teachers who are on various improvement plans they will improve instructional practices and become accomplished teachers. This individualized assistance also models to teachers the expectation we should have that they provide extra help to students who initially struggle

			academically but with support may experience success. (Conner)
<p>3. Provide professional development to address challenges noted through classroom observations.</p> <p><i>Ongoing professional development takes place twice a month during planning periods and is based largely on feedback received from observations. Teaching with rigor and actively engaging students will be incorporated continuously with teachers learning and sharing.</i></p>	Mike Ward, Curriculum Specialist; Department Chairpersons; AP's for designated departments	Sept. 2008	Professional development should not only be aligned to the goals of the district and school, it should be aligned to the individual needs of teachers. Some of those needs are best seen through classroom observation. Administrators should make the discussion about teachers' professional development needs an item on each administrative team agenda. (Mike Ward, APs, Department Chairpersons)
<p>4. Meet regularly with department chairpersons and curriculum specialist to discuss support needed by teachers in the effective implementation of the FSRP.</p> <p><i>In addition to the indicators on the right, teachers will conduct at least one peer observation per quarter with collaborative feedback given to each other on active engagement and rigor; administrators, department chairs, and curriculum specialist will help direct these and additional observations for teachers needing more support.</i></p>	Assistant Principals assigned to departments; Mike Ward, Curriculum Specialist; Department Chairpersons; Sarah Earle, Professional Learning Communities Focus Team Leader	Sept. 2008	Communication with the curriculum specialist and department chairpersons to determine the kinds of support needed by teachers is essential in improving teacher effectiveness and student achievement. The curriculum specialist and department chairpersons will maintain logs of meetings with administrators to discuss support needed by individuals within their departments. When it is determined that many teachers share the same needs, the Professional Learning Communities Focus Team will develop a strand for support. (Sarah Earle, Mike Ward)

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: By January 20, 2009, Stall will increase the percentage of courses passed by students from 71.1% to 80%. Note: This goal directly relates to the graduation rate because students need to earn 24 credits within four years of starting high school. Stall is on a 4X4 block schedule; therefore, by January 20, the percentage of courses passed can be checked for first semester courses.

Note: To help enable reaching this goal, the principal will engage parents and the community in efforts to support student achievement by increasing the quality and quantity of contacts with parents and community. The following represents baseline data and target goals for parent and community contacts:

Baseline from August 2007 to February 2008	Goal
<i>a. Two documented visits by the principal and at least one faculty/staff member to area churches or community-sponsored events/activities as an ambassador for Stall High School</i>	<i>Four documented visits by the principal and at least one faculty/staff member to area churches or community-sponsored events/activities as an ambassador for Stall High School</i>
<i>b. Parent Link System used to contact parents 8 times between August 2007 and March 2008</i>	<i>One Parent Link call per week</i>
<i>c. Three school newsletters published between August 2007 and March 2008</i>	<i>Bi-monthly newsletters published between August 2008 and March 2009</i>
<i>d. One new business partnership developed</i>	<i>Five new business partnerships established</i>
<i>e. No organized meetings held by the principal with local ministers</i>	<i>Two organized meetings held between August 2008 and March 2009</i>

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<p>1. The principal will attend at least 4 community-sponsored events/activities or church events in an effort to make connections and develop relationships with parents and members of the R. B. Stall High School local community.</p> <p><i>Principal will share results of meetings with faculty and mayor's office.</i></p>	<p>Dan Conner, Principal</p>	<p>July 2008</p>	<p>The second principal's leadership goal related to engaging parents and the community will help Stall meet expected progress by increasing family and community support for student achievement. In particular, when Stall does a better job of educating and persuading families of the importance of their students' graduating (and to that end, having good attendance) and providing stronger bonds with community agencies and businesses, more students will graduate prepared to succeed in post-secondary education and the workplace. The administrative team recognizes the fact that many of the parents of R. B. Stall High School students were not successful students themselves. Many of them also work several jobs. For these reasons and others, many are not eager to come to school to develop much-needed relationships. Since they will not come to the school, the school must develop and implement a successful outreach program. It is believed that by having a presence in churches or at community events where parents are present, we will be able to encourage them to come into our school. Building stronger relationships with parents and the community will enable us to develop stronger relationships with our students. (Conner)</p>
<p>2. The Parent Link will be used at least once per month to communicate positively with parents and to keep them informed about events within the school.</p>	<p>Dan Conner, Principal</p>	<p>August 2008</p>	<p>The Parent Link System will be used to communicate not only emergency information to parents, such as the cancellation of school due to inclement weather, but also positive messages about goals of the school, weekly events, and opportunities for parents and students to become more involved. For some parents, this call may be the only positive phone call they receive in the week. (Gibson)</p>
<p>3. Develop and implement a plan to increase the number and involvement of business partners.</p> <p><i>The school will meet twice a year with business</i></p>	<p>Andy Rusciolelli, AP; Karen Gibson, Business, Community</p>	<p>July 2008</p>	<p>Developing strong relationships with the employers of businesses where many of our parents work and where many of our students will eventually work can only have a positive impact on our efforts to improve student achievement. While we hope some businesses will provide</p>

<i>partners to discuss ways to foster mutually beneficial relationships.</i>	Parent Partnerships Focus Team Leader; Dr. David Knab, CATE Department Chair		financial support and sponsorships, we are more concerned with fostering relationships where business leaders encourage their employees to take time off (with pay) to attend parent/teacher conferences, where they reward student workers for good grades and attendance, and where they publicize events in our school. (Gibson)
4. Publish and disseminate a bi-monthly school newsletter.	Barbara Grigsby, Culture Focus Team Leader; Karen Gibson, Business, Community Parent Partnerships Focus Team Leader	Sept. 2008	The more positive information we can share with parents and the community, the more our students benefit. We believe that if we increase our communication with parents, they will want to communicate more with us. (Karen Gibson)
5. Hold one meeting per semester in which local ministers are invited to meet with the principal for the purpose of discussing how faith-based groups and the school may work collaboratively to provide support needed for student success. <i>Principal will share recommendations with administrative team and faculty following each meeting.</i>	Dan Conner, Principal	Dec. 2008	Participation in local church events is—for many of our students—a significant part of their culture. For many students and parents, the local pastor plays a role of great influence. The administration recognizes the need to develop relationships with ministers from local churches which serve the R. B. Stall High School community in an effort to work more collaboratively to provide support for students and families. It is our hope that these meetings will result in some churches making announcements regarding significant upcoming events in school, such as parent/teacher conferences, Senior Night, or student registration events. (Conner)

FOCUSED SCHOOL RENEWAL PLAN

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District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 1: By April 1, 2009, 75% of classroom observations by district administrators will show appropriate levels of both active engagement of students and rigor as reported on the classroom observation rubric.

Note: Consistent with expectations of the High School Action Plan to improve student achievement through classroom delivery of the curriculum and construction of instructional lesson plans reflecting increased rigor using New Bloom’s Taxonomy and to support the accomplishment of the student achievement goals set forth in this plan, the district high school associate superintendent and district high school staff will conduct a minimum of five collective observations per month with written feedback to teachers and the principal. One hundred percent of teachers observed, who need additional support, will receive the assistance required, as indicated on the area on the rubric, to ensure the likelihood that each will become more proficient in the use of effective instructional strategies identified in this goal as measured through comparison of fall and winter observations.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Observations will be focused to determine alignment of work to the Coherent Curriculum, evidence of high expectations through rigorous content that challenges students to think at higher levels of Bloom’s/Anderson’s Taxonomy, active engagement of students through inquiry-based learning, and providing differentiated instruction to meet the needs of individual students. (*a minimum of five collective observations per month with written feedback to teachers and the principal)	Louis Martin, Associate Superintendent for High Schools District High School Staff Assigned to Associate	August 2008	The three student achievement goals set forth in this plan are not only the goals of North Charleston High School, but the goals of the principal and the district. To ensure these student achievement goals are met, instructional support at the district level sends the clear message that what matters most is what happens in the classroom and that it is the district’s responsibility to support the leadership of the school in ensuring every child learns. If we are to increase student achievement on HSAP and EOCEP, we must have a clear focus on classroom instruction that supports these goals. If our students are more successful, they are more likely to graduate. Documentation: Observation logs and Copies of feedback given to teachers and principals Person Responsible: Louis Martin, Bruce Gibson,

			district staff
<p>2. Teachers who need additional assistance to be more successful in implementing the Core Essentials of the Charleston Plan for Excellence will be provided support through district staff and/or by the facilitation of visits to teachers within the school or in other schools who are successfully implementing the areas of deficiency noted.</p> <p><i>District staff will provide observations and feedback quarterly and share feedback given to teachers with administrators.</i></p>	<p>Lou Martin, Associate Superintendent for High Schools</p> <p>District High School Staff Assigned to Associate</p>	<p>August 2008</p>	<p><i>-Documentation of support provided to teachers who need assistance (L. Martin, B. Gibson, district staff)</i> Not all teachers come into Stall fully prepared to work with students who are not ready for the rigors of high school. While some lack experience and expertise in instructional pedagogy, others lack the foundational understanding of what it takes to work with children from poverty, and are unfamiliar with South Carolina standards and the use of the Coherent Curriculum. It is the district and school administration's collective responsibility to ensure teachers are equipped in these areas.</p>
<p>3. Use data and root cause analysis with principals, department chairs, and teachers to examine correlation of student performance on HSAP and EOC with the findings noted in classroom observations.</p> <p><i>Results of HSAP and EOC will be shared with faculty in August and recommendations for addressing gaps in instruction/content and performance on HSAP and EOC will be incorporated into quarterly reviews following observations and in monthly meetings with department chairs.</i></p>	<p>Lou Martin, Associate Superintendent for High Schools</p> <p>District High School Staff Assigned to Associate</p>	<p>August 2008</p>	<p><i>-Data, root cause analysis, and classroom observation comparisons (L. Martin, B. Gibson, district staff)</i> If we are to change instructional practices and ensure success of students on HSAP and EOCEP, it is imperative that we "shine a light on the data" that gives us some indication of whether teachers are teaching the right things, using effective instructional methodologies, and aligning what they do in class every day to the state standards. It is imperative that we use data to determine where there are gaps in teaching and learning and that we use root cause analysis to determine why these gaps exist in the development of support for teachers.</p>
<p>4. Provide on-going professional development to school leadership and teachers to support the accomplishment of the goals set forth in this FSRP plan, specifically those in which identify strategies to facilitate alignment to the Core Essentials of the Charleston Plan for Excellence are the focus.</p> <p><i>High school principals meet monthly with Associate Superintendent. District professional development occurs in August and January.</i></p>	<p>Lou Martin, Associate Superintendent for High Schools</p> <p>District High School Staff Assigned to Associate</p>	<p>August 2008</p>	<p><i>-Agendas for principal's meetings which reflect a focus on instructional leadership</i> <i>-District-wide in-service agendas which focus on teacher needs identified through classroom observations.</i> <i>-Anecdotal records of district high school staff of on-site professional development services provided to individual teachers or groups (L. Martin, B. Gibson, district staff)</i> Modeling of effective professional development that is engaging, data-driven, consistent with best practices, and aligned to need will be a priority for the associate superintendent and district high school staff. Strategies and protocols which invite collaborative conversations among principals and teachers will be utilized in group professional development sessions. Protocols which promote reflection and peer coaching will be used in</p>

FOCUSED SCHOOL RENEWAL PLAN
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District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2: By April 1, 2009, 80% of core content area teachers (English, math, science, social studies) will demonstrate proficiency in instructional delivery as measured by department chairs' observations using the district observation rubric.

Note: This will be measured by teachers receiving a proficient rating in at least two observations. The quality of instructional delivery relates directly to student achievement, including performance on End-of-Course Exams and HSAP. The district will provide support and training for department chairs to fulfill their responsibilities in peer coaching, using data, and observing teachers.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
1. Professional development monthly meetings of subject department chairpersons from all high schools will be used to develop appropriate classroom instructional strategies to be implemented with school department staff that reflect high expectations for student performance on HSAP and EOC exams.	Lou Martin, Associate Superintendent for High Schools District High School Staff Assigned to Associate	August 2008	-Agendas of meetings with department chairs -Copies of all handouts -Workshop planners (L. Martin, B. Gibson, district staff) One of the most effective models of professional development is peer coaching. While a department chair is most frequently a great teacher, the challenges of coaching and training adults—especially those who do not recognize the need for assistance—is different from that of working with students. Department chairs will be trained not only in additional instructional practices but in the use of protocols such as reflective dialogue and cognitive coaching to support the work of their peers.
2. Bi-monthly meetings will be held with each department chairperson at individual schools to identify and remediate individual teachers in need	Lou Martin, Associate Superintendent	August 2008	-Anecdotal notes from meetings with department chairs in school -Copies of materials used in bi-monthly meetings (B.

of additional assistance with instructional strategies to successfully accomplish this goal.	for High Schools District High School Staff Assigned to Associate		<i>Gibson)</i> While monthly meetings with department chairs provides for the collaborative sharing of challenges and success in positively effecting the outcomes of the FSRP, individual assistance particular to Stall's needs is also imperative. These meetings will also provide an opportunity for the district leadership to model effective protocols with the department chair that they may then use with teachers.
3. Meetings with individual teachers will be held on an as needed basis by department chairpersons and/or district staff to coach teachers needing additional assistance in delivering the expected rigor to meet or exceed the expectations of this goal. <i>Department chairs meet weekly with individuals needing additional assistance with planning and delivery of instruction that is rigorous and actively engaging.</i>	Lou Martin, Associate Superintendent for High Schools District High School Staff Assigned to Associate	August 2008	- <i>Anecdotal record of meetings with teachers</i> - <i>Copies of materials, such as review of lesson plans, notes from classroom observations, and other artifacts used in conferencing (Department Chairs)</i> The goal of providing support through district observations and department chairs is the improvement of instruction to ensure the goals delineated in this plan are achieved.
4. Department chairpersons will meet with individual teachers to evaluate student data (performance on teacher generated assessments, MAP data, 9 week benchmark assessments) as to the student's readiness to be successful on the HSAP and EOC exams. Students identified as needing additional preparation will be provided with an opportunity for supplementary instruction. <i>Department chairs help teachers analyze data following MAP administrations in fall, winter, and spring and following 9-week benchmark assessments and coach them in how to address areas of weakness.</i>	Lou Martin, Associate Superintendent for High Schools District High School Staff Assigned to Associate School based department chair and subject instructional staff.	August 2008	- <i>Anecdotal records of meetings with teachers</i> - <i>Copies of materials used, such as results on MAP, benchmark assessment results, and other comparative data (Department Chairs)</i> As mentioned above, the use of data to determine gaps between teaching and learning and to determine what should be re-taught and re-tested for mastery is imperative.
NOTE: District staff for this goal includes a learning specialist, a technology specialist, a special education supervisor, and a positive behavior specialist. Additional district staff includes a district English content specialist, a district mathematics specialist, and a			

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative
Included in the FSRP**

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Program or Initiative	Description
4 X 4 Schedule	Master schedule style in which students take four courses each semester in a 90 minute block.
Bloom's Taxonomy	Taxonomy used to determine rigor and level of thinking in assignments and assessments
Call Out System	Centralized system to notify by phone any parent or guardian of a student who is absent
Charleston County School District (CCSD)	Entire Charleston County School District further divided into constituent districts based on instructional levels-elementary, middle, and high schools.
Coherent Curriculum	Core content curriculum used in CCSD.
Core Essentials of the Charleston Plan for Excellence (CPEII) Charleston Achieving Excellence-High School Action Plan is the evolution of the CPE II.	<p>The Charleston Plan for Excellence II is a comprehensive plan designed to provide optimal support for teaching and learning in Charleston County School District. The plan was developed by Dr. Nancy McGinley, Superintendent of CCSD. It calls for the monitoring of core essentials in the classroom, those essentials being (1) alignment to the Coherent Curriculum; (2) active engagement of students; (3) rigor; and (4) differentiation of instruction.</p> <p>CCSD has created <u>Action Designs</u> for Elementary, Middle, and High Schools that outline essential strategies and practices associated with improved student achievement. These plans are structured within our Core Values and provide the blueprint for our accountability system. The Core Values are:</p>

	<ul style="list-style-type: none"> • Results-Rigor and Relevance • Access-Equity and Choice • Partnerships-Respect and Relationships
CORE Team	CORE is not an acronym and does not stand for anything specific. CORE team is a school based student assistance team that meets regularly to strategize and prioritize assistance for students in most need academically, behaviorally, emotionally, etc.
Demonstration Classroom	Classrooms set up to model and demonstrate educational best practices by identified master teachers.
Descartes	Learning continuum related to the instructional levels of MAP. Used to assist teachers in meeting the diverse needs of small group and individual students.
District High School Staff Assigned to Associate	District staff for these goals includes a learning specialist, a technology specialist, a special education supervisor, and a positive behavior specialist. Additional district staff includes a district English specialist, a district math specialist, and a district science specialist.
Program or Initiative	Description
End of Course Examination Program (EOCEP)	EOCs are examinations, which count 20 percent of the students' final grade in each gateway or benchmark course, currently including Algebra 1/Math for the Technologies 2, English 1, and Physical Science.
External Review Team Liaison (ERTL)	State Department of Education Liaison that works with schools on sustained improvement.
Focus Teams	Faculty committees charged with the implementation of the HSTW key practices and philosophy.
High School Assessment Program (HSAP)	HSAP assesses selected South Carolina academic standards in English language arts and mathematics that students have had opportunity to learn by the end of the tenth grade.
High Schools that Work (HSTW)	The leading secondary reform initiative in the United States based on 10 key practices. The model supports implementation of the EEDA and sets high expectations for student achievement. St. John's High School will begin its second year of implementation in the 2008-2009 school year.
Internal Instructional Review (IIR)	Review process of teacher lesson plans, assignments and assessments to analyze for levels of proficiency and best teaching and assessment practices. This is done in the fall and winter to determine relevance, rigor, and differentiation.

Leadership Team	Comprised of the principal, assistant principals, curriculum specialist, and focus team leaders, this group provides instructional leadership in the school.
Measures of Academic Progress (MAP)	A state-aligned computerized adaptive assessment program that provides educators with the information they need to improve teaching and learning. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement. By using MAP three times per year in Charleston County School district, MAP test results help educators make student-focused, data-driven decisions. At Stall MAP is given Fall, Winter, and Spring in Reading and Math. Language Usage is given Fall and Spring
Ninth Grade Academy (NGA)	Instructional model for working with 9 th grade students to ensure their success in high school and increase graduation rates.
Northwestern Education Association (NWEA)	Agency that administers the MAP tests to states and schools across the country
Parent Link	Parent notification system for customized school messages
PowerUser	Centralized database used in CCSD.
Program or Initiative	Description
READ 180	Intensive reading program designed to increase reading comprehension.
SMART goals	SMART stands for specific, measurable, attainable, results oriented, and time bound. All goals written should be SMART goals.
Star Academy	The Star Academy Program™ is a dropout prevention and acceleration program for overage 8 th graders who have failed one to two years. It is a school-within-a-school program that is founded on the practice of differentiated learning and productive communication methods and is sensitive to the operational constraints of the parent school. The Star Academy seeks to engage students by employing learning activities in all three learning domains: psychomotor, affective, and cognitive.
Truancy Interventionist	Position funded exclusively to work with attendance and truancy issues with families and the community.